

Diversity *Performance*

2011



Comparing Data Across
ETHNIC GROUPS



NEBRASKA DEPARTMENT OF EDUCATION

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NEBRASKA DEPARTMENT OF EDUCATION

This document was prepared by the Multicultural Office of the Nebraska Department of Education. This document is available on our website: <http://www.education.ne.gov/mce>. Permission is granted to reprint.

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Resources

*State of the Schools report reflects grades PK-12. This report reflects grades K-12.
Data supplied by the Nebraska Department of Education's Data Center and State of
the Schools website.
<http://www.education.ne.gov>*

Data compiled and booklet layout: Peg Kirby

Federal Accountability by Student Groups

Adequate Yearly Progress (AYP) in No Child Left Behind (NCLB) requires the state goals to increase at least once every three years to ultimately reach 100% proficient by the year 2013-14. There was a significant increase in the goals for the 2010-11 school year as shown in the chart below. To be included in Federal Results, a group must consist of 30 or more students for the data to be a reliable indicator of progress toward the goals.

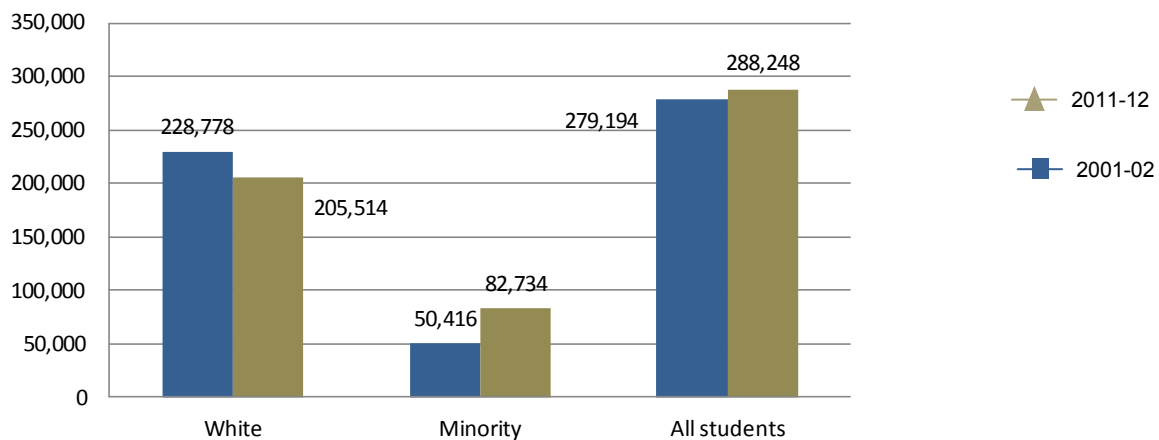


Federal Accountability: School Performance	School Buildings		School Districts	
	2009-10 Met %	2010-11 Met %	2009-10 Met %	2010-11 Met %
Percentage meeting all federal accountability requirements: Reading writing, math, graduation rates, student participation and assessment quality.	73.86%	72.69%	68.77%	70.12%

Federal Accountability: Student Groups	School Buildings		School Districts	
	2009-10 Met %	2010-11 Met%	2009-10 Met %	2010-11 Met %
All students	91.02%	89.92%	91.30%	90.44%
American Indian	50.00%	12.50%	57.14%	36.36%
Asian or Pacific islander	100.00%	90.00%	88.89%	77.78%
White, Not Hispanic	97.61%	96.99%	94.78%	96.34%
Black, Not Hispanic	67.50%	60.75%	63.16%	47.22%
Hispanic	67.50%	60.75%	63.16%	47.22%
Free or reduced lunch	79.80%	76.68%	81.98%	68.54%

Enrollment Trends | Nebraska Public K-12 Schools

The growth is contributed to the increase of Hispanic students. As reported to the U.S. Census Bureau for 2010, Nebraska Hispanic population is 9% of the total state. The U.S. Department of Education identified additional racial classifications beginning with the 2010-2011 school year. "Two or More Races" and "Native Hawaiian or Pacific Islander" were added to achieve more accurate information about student identity. The following data is from Nebraska Department of Education's Stats and Facts Book.



	2001-02	2009-10	2010-11	2011-12	10 Yr Growth
American Indian	4,365	4,891	4,155	4,184	-4.15%
Asian	4,383	6,154	5,728	5,758	31.37%
Black	18,927	22,262	18,734	18,910	-0.09%
Hispanic	22,741	39,708	45,015	45,239	98.93%
Native Hawaiian	0	0	321	322	0.00%
Two or More Races	0	0	8,312	8,321	0.00%
White	228,778	209,964	203,188	205,514	-10.17%
Total Minority	50,416	73,015	82,265	82,734	64.10%
Total Population	279,194	282,979	285,453	288,248	3.24%

What the numbers say for 2001-02 vs. 2011-12

- ↑ Overall student enrollment has increased by 9,054 or 3.24%
- ↓ White student enrollment has decreased 23,264 or -10.17%
- ↑ Minority student enrollment has increased 32,318 or 64.10%.

Mobility Trends | Mobility of Nebraska Students

Any student who enrolls in two or more public schools during an academic year will be considered a highly mobile student. If a student's initial public school enrollment for the year is after the State's official membership day (last Friday in September), it is assumed that this enrollment represents the second public school enrollment occurrence for the school year. This number is divided by the total number of students served by the district or state, respectively.

- A student enrolled in a non-public or home school for a majority of the time and enrolled at the same time in a public school for supplemental programs, special education services, courses not available in the non-public or home school, Title I services, or other similar courses or services will not be included in the highly mobile student characteristics as long as the enrollment in the public school does not exceed an FTE of 50% (51% or greater).
- A student enrolled in a non-public or home school and at the same time enrolled in a public school for more than 50% (51% or greater) that meets the definition of a highly mobile student would be included in the highly mobile student characteristics data.

School Year	Cumulative Enrollment	Highly Mobile Percentage
2010-2011	298,177	4.85%↑
2009-2010	294,926	4.82%
2008-2009	292,021	5.01%
2007-2008	290,762	5.26%

School Year	Highly Mobile Students	Highly Mobile and Free/Reduced
2009-2010	14,732	10.765↓
2008-2009	15,085	10,874
2007-2008	15,580	10,911

What the numbers say

- ↑ .03% increase in mobility from 2009-10 to 2010-2011
- ↓ .59% **DECREASE** in mobility from 2007-08 to 2010-2011
- ↑ Nebraska school population has increased with mobility decreasing
- ↔ Free/Reduced Lunch has stayed proportionally with high mobility numbers from 2007-08 through 2009-10

Additional Information

- Ethnicity statistics on mobility are not available in Nebraska.
- 15%-18% of school age students change residents from previous year (Nationally)
- Low income families move 50% to 100% more than non-low income (Nationally)

Student Characteristics | Free and Reduced Lunch

Free meals or reduced price meals are available to students **eligible** under federal guidelines. Those guidelines are based on family size and income or benefits such as Food Stamps or Temporary Assistance to Needy Families. Free/Reduced Lunch columns (FRL) are eligible students claiming the services. Numbers on Free/*Reduced Lunch may not be exact as some races are "masked." Population is masked if the total for that group is 10 or less. Note: years 2010-11 and 2009-10 were students reported to use the FRL services. Year 2011-2012 reflects students eligible.

Years	Public School Population		Free/Reduced Lunch (FRL) Eligible		% Free/Reduced Lunch	
	All Students	Minority	All Students	Minority	All Students	Minority
2011-12	288,248	82,734	115,595	61,802	41.44%↑	74.43%↑
2010-11	285,453	82,265	83,698	34,333	29.58%	47.02%
2009-10	282,979	73,015	76,198	30,983	27.12%	44.14%

Black	Population	FRL Eligible	Percentage
2011-12	18,910↑	14,968↑	79.15%↑
2010-11	18,734	13,627	72.74%
2009-10	22,262	12,719	57.13%

American Indian	Population	FRL Eligible	Percentage
2011-12	4,184↓	3,233↑	77.27%↑
2010-11	4,891	2,916	70.18%
2009-10	4,774	2,684	56.22%

Asian	Population	FRL Eligible	Percentage
2011-12	5,758↑	2,450↑	42.55%↑
2010-11	5,728	1,252	21.86%
2009-10	6,154	1,121	18.22%

Hispanic	Population	FRL Eligible	Percentage
2011-12	45,239↑	36,074↑	79.74%↑
2010-11	45,015	16,538	30.27%
2009-10	39,708	14,459	32.03%

What the numbers say

- ↑ Number of eligible students has increased.
- ↑ Nebraska's eligibility for Free/Reduced Lunch has almost doubled.

Note: In years 2010-11 and 2009-10 the students reported were actually using the FRL services. Year 2011-2012 reflects students eligible.

Student Characteristics | Persistently Lowest-Achieving Schools (PLAS)

When Nebraska accepted the State Fiscal Stabilization Funds of the America Recovery and Reinvestment Act (ARRA) to provide additional aid to the school districts, the state agreed to four school reform assurances. One of these assurances requires the state to identify low-performing schools known as Persistently Lowest-Achieving Schools (PLAS).

PLAS is yet another way of looking at school performance to identify specific schools for assistance. PLAS does not replace the Adequate Yearly Progress (AYP) of No Child Left Behind. All schools identified as being in need of improvement under AYP are now also considered PLAS. High schools with graduation rates below 75 percent over a period of three years are considered PLAS. Secondary schools that are eligible for Title I funds but not served that are the lowest ranked among all the schools in the state are also considered PLAS.

School Year	Total PLAS Students	Total Minority PLAS Students	PLAS Minority Students from top 25% Heavily Populated School Buildings
2010-2011	47,739	29,981	12,211

What the numbers say

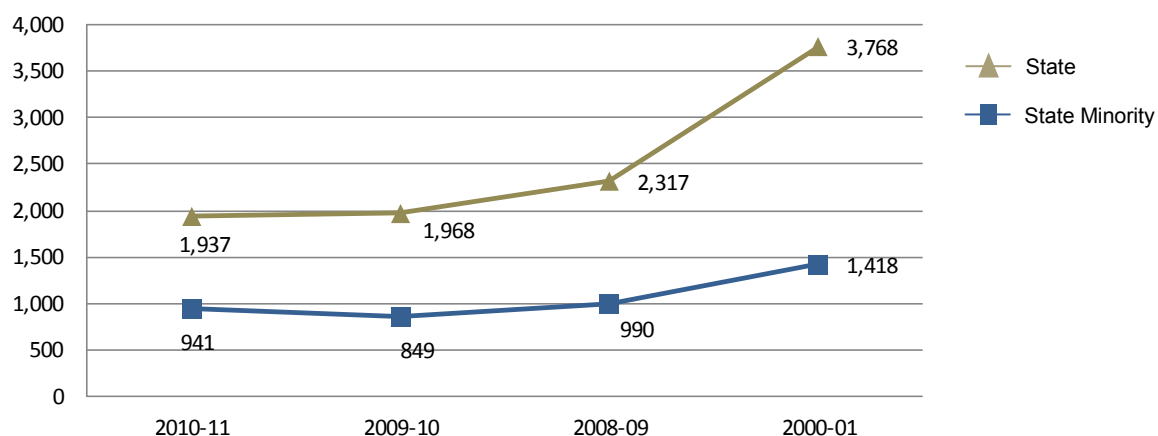
- 95 Nebraska public school buildings appear in the state PLAS listing
- 34 PLAS public school buildings are in the top 25% of schools with high attendance of students of color
- 62.80% of PLAS students are students of color
- 40.73% of PLAS students of color are from the top 25% minority represented school buildings in Nebraska
- Nebraska has maintained a 12% average mobility rate and a 5.0% high mobility rate from 2007-08 through 2010-11

Student Characteristics | Dropout

A district dropout rate is calculated by dividing the total number of 7th-12th grade students who dropped out by the official fall enrollment for grades 7-12. The Nebraska Department of Education's definition is comparable to that used by the National Center for Education Statistics.

- Enrolled in school the previous year but did not enroll the beginning of the current year.
- Has not graduated from high school or completed a state or district-approved education program.
- Count does not include transferred, suspended, expelled or verified as having an illness, died, aged out or left school during the previous year but returned before the last Friday in September of the current year.

Minority Dropout Rate Grades 7-12



Year	White	Black	Hispanic	Asian	American Indian	Hawaiian	Two or More Races	Total
2010-11	996	287	477	26	89	22	40	1,937
2009-10	1,119	289	425	36	99	0	0	1,968
2008-09	1,327	411	468	29	82	0	0	2,317
2000-01	2,350	623	586	54	155	0	0	3,768

What the numbers say

- ↑ Minority dropout has increased along with minority population. 2010-11 minority Dropout rose from 43.14% to 48.58%.
- ↑ Black population has decreased for Grades 7-12. Black Dropout status increased in percentage of population ratio.
- ↑ American Indian population has decreased for Grades 7-12. American Indian Dropout status increased in percentage of population ratio.
- ↓ Hispanic population has grown by 5,000 students between 2009-10/2010-11. Dropout level remains the same but with population increase, has decreased in percentage.

Student Characteristics | Graduation

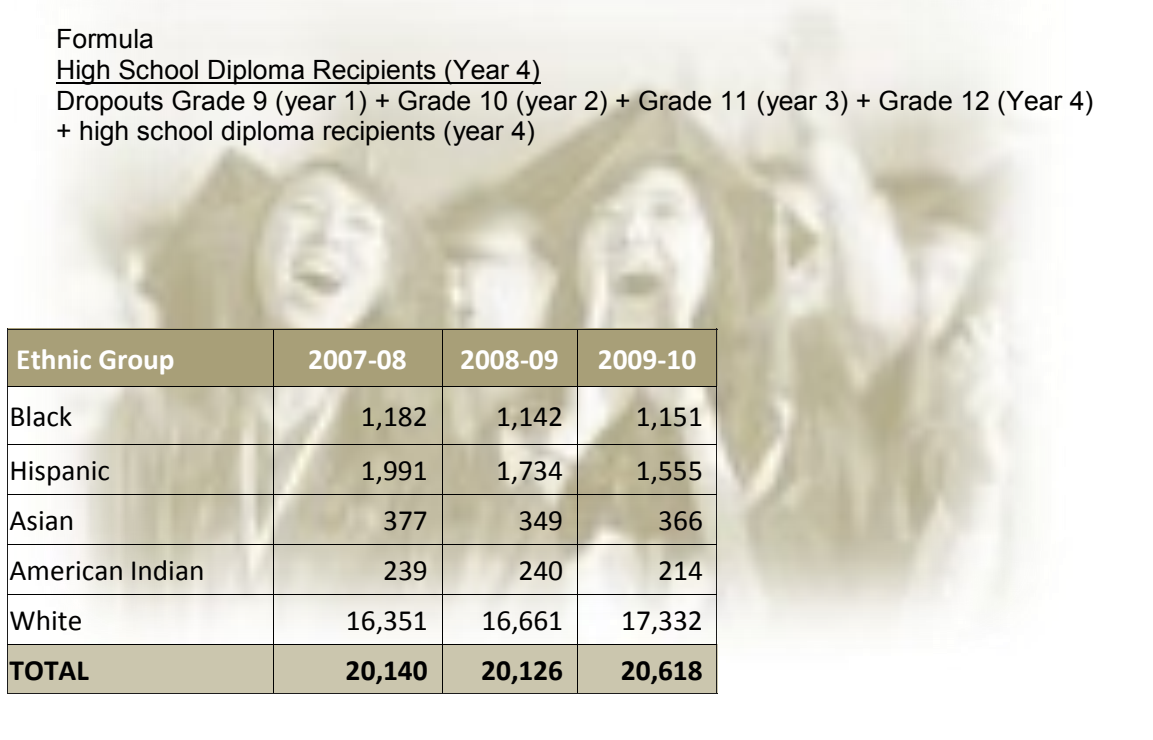
Prior Years

National Center for Education Statistics (NCE) graduation rate definition is dividing the number of high school diploma recipients by the total number of high school diploma recipients plus dropouts. The high school diploma recipients are completers who graduate with a regular high school diploma. The graduation rate definition allows for high school diploma recipients who graduate in the summer following grade. The graduation rate definition does not allow for the exclusion of dropouts or a dropout to be considered a transfer.

Formula

High School Diploma Recipients (Year 4)

Dropouts Grade 9 (year 1) + Grade 10 (year 2) + Grade 11 (year 3) + Grade 12 (Year 4)
+ high school diploma recipients (year 4)

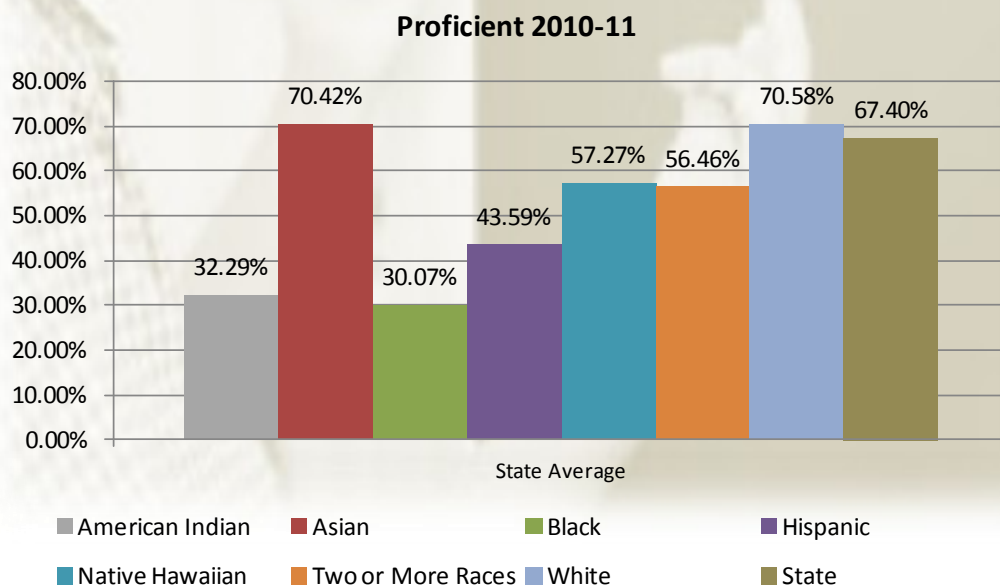
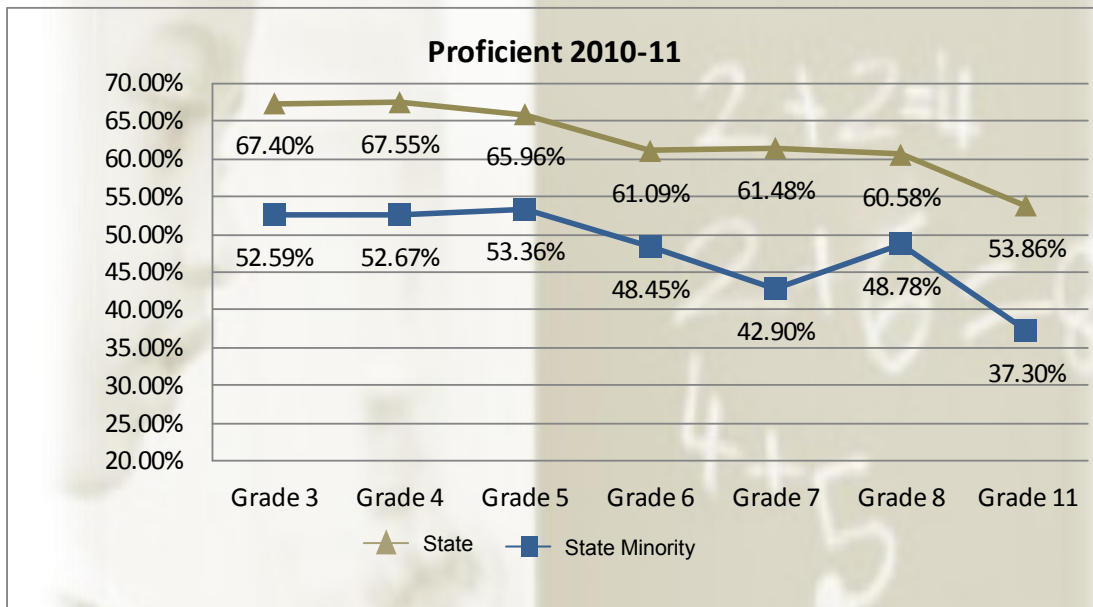


Ethnic Group	2007-08	2008-09	2009-10
Black	1,182	1,142	1,151
Hispanic	1,991	1,734	1,555
Asian	377	349	366
American Indian	239	240	214
White	16,351	16,661	17,332
TOTAL	20,140	20,126	20,618

2010-11	Graduated		Low Income	
Black	781	70.04%	492	63.00%
Hispanic	1,754	78.90%	1,135	64.71%
Asian	279	89.71%	92	32.97%
American Indian	159	59.33%	95	59.75%
Native Hawaiian	22	95.65%	11	50.00%
Mixed Races	401	92.82%	167	41.65%
White	13,830	92.06%	2,715	19.63%
TOTAL	17,226		4,707	27.32%
Minority	3,396	19.71%	1,992	58.66%

Assessment Results | Math NeSA

NeSA replaced the STARS testing format 2010-11. Additional ethnic classifications were included. STARS and NeSA cannot be compared as they are two different testing components.




Assessment Results | Math NeSA

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
State	67.40%	67.55%	65.96%	61.09%	61.48%	60.58%	53.86%
American Indian	33.43%	34.10%	35.05%	29.47%	30.80%	34.15%	29.06%
Asian	75.90%	72.90%	74.94%	73.97%	63.55%	68.93%	62.73%
Black	39.10%	37.17%	32.63%	30.91%	25.70%	26.15%	18.81%
Hispanic	48.63%	51.88%	50.67%	45.14%	40.57%	38.81%	29.43%
Native Hawaiian	53.34%	57.14%	61.11%	50.00%	*	78.26%	43.76%
Two or More Races	65.15%	62.84%	65.76%	61.21%	53.87%	46.39%	40.00%
White	75.39%	75.15%	73.22%	69.86%	69.67%	69.07%	61.70%

What the numbers say

- With two different assessment tests (STARS and NeSA), American Indian and Black students state average continue to be the lowest scores.
- Grade 11 in both testing instruments showed decreases in proficiency for all ethnic levels.
- Asian students were the only ethnic group above state average in all grade levels.

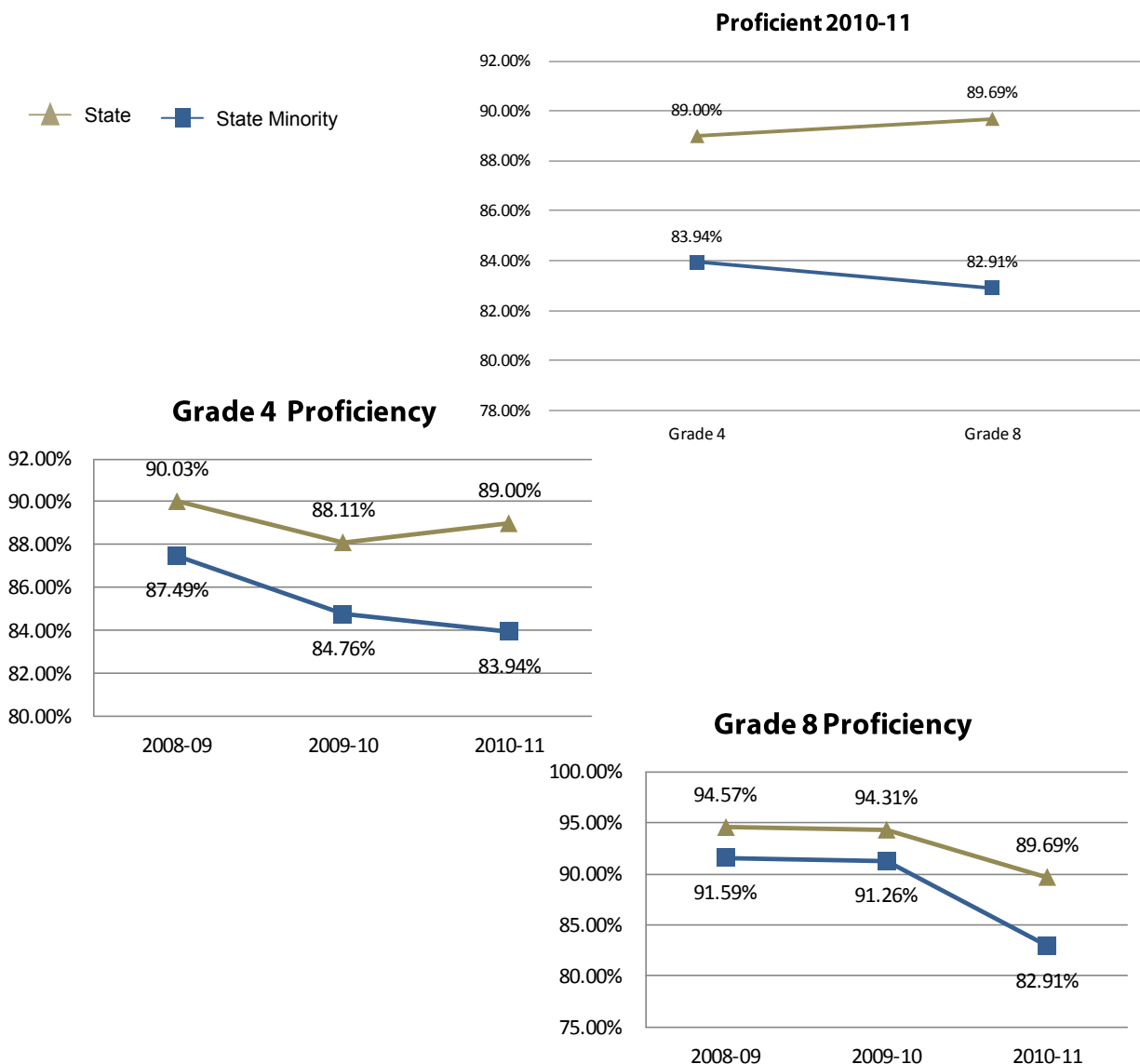
 Lowest achievement

Assessment Results | Writing NeSA

All students in grades 4, 8 and 11 are tested with the Nebraska State Accountability Writing assessment. However, in 2010-2011 no scores were reported for grade 11 due to pilot testing of online assessments that were scored analytically.

Student performance on NeSA-Writing is reported by various groups including: gender, race/ethnicity, eligibility for free/reduced price meals, migrant, special education, and English Language Learners.

In 2011 NDE reported race/ethnicity in 7 categories so that a student will be reported in only one of the categories. If a student is reported as Hispanic, the student will be included in this category. If the student is reported with more than one race category, the student will be reported in Two or More Races. The other categories are: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.



Assessment Results | Writing NeSA

American Indian	Grade 4	Grade 8
2010-11	82.66%	80.35%
2009-10	77.51%	85.80%
2008-09	82.86%	87.50%
Annual Change	5.15%	-5.45%
3 yr Change	-0.20%	-7.15%

Asian	Grade 4	Grade 8
2010-11	87.00%	88.77%
2009-10	88.11%	92.67%
2008-09	94.31%	95.76%
Annual Change	-1.11%	-3.90%
3 yr Change	-7.31%	-6.99%

Black	Grade 4	Grade 8
2010-11	78.89%	76.16%
2009-10	80.62%	86.85%
2008-09	82.06%	86.94%
Annual Change	-1.73%	-10.69%
3 yr change	-3.17%	-10.78%


Hispanic	Grade 4	Grade 8
2010-11	85.29%	84.05%
2009-10	84.10%	91.29%
2008-09	86.57%	91.81%
Annual Change	1.19%	-7.24%
3 yr Change	-1.28%	-7.76%

Native Hawaiian	Grade 4	Grade 8
2010-11	85.72%	95.83%
2009-10	n/a	n/a
2008-09	n/a	n/a
Annual Change	n/a	n/a
3 yr change	n/a	n/a

Two or More Races	Grade 4	Grade 8
2010-11	86.26%	88.27%
2009-10	n/a	n/a
2008-09	n/a	n/a
Annual Change	n/a	n/a
3 yr Change	n/a	n/a

What the numbers say

- Grade 8 Native Hawaiian scored the highest proficiency level for all racial groups in Grade 8.
- ↓ Black students were the least proficient in meeting writing standards for 2010-11 in Grade 4 and Grade 8.
- ↓ Black students had the highest decrease in proficiency for an annual and three-year reporting period.
- ↓ American Indian, Asian, Black and Hispanic showed a decrease in proficiency between 2009-10 and 2010-11.

 Lowest achievement



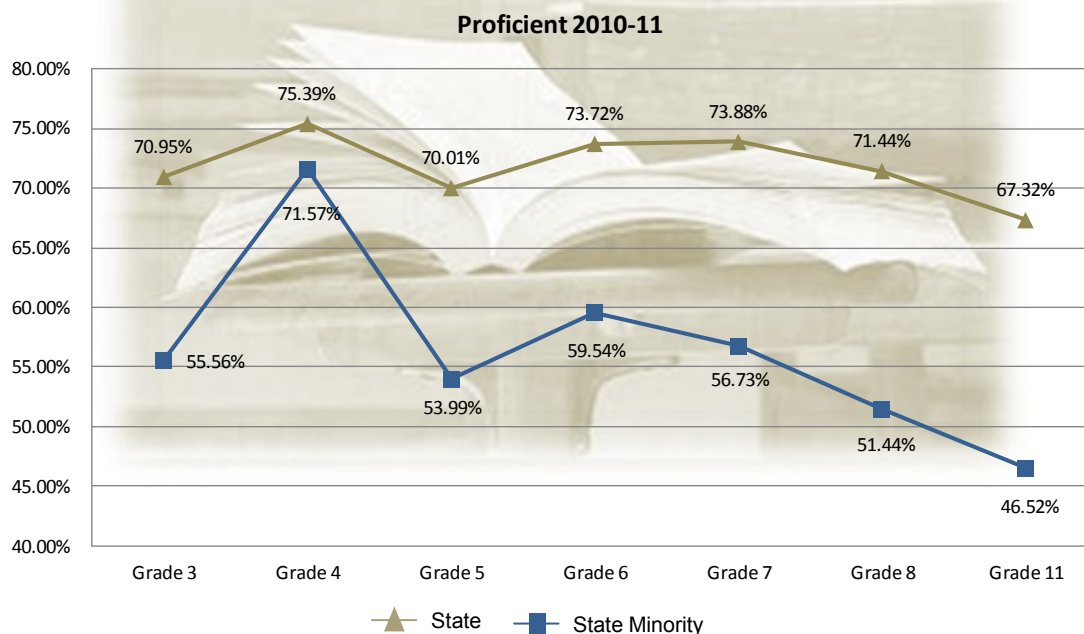
Assessment Results | Reading NeSA

NeSA statewide testing reading in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards.

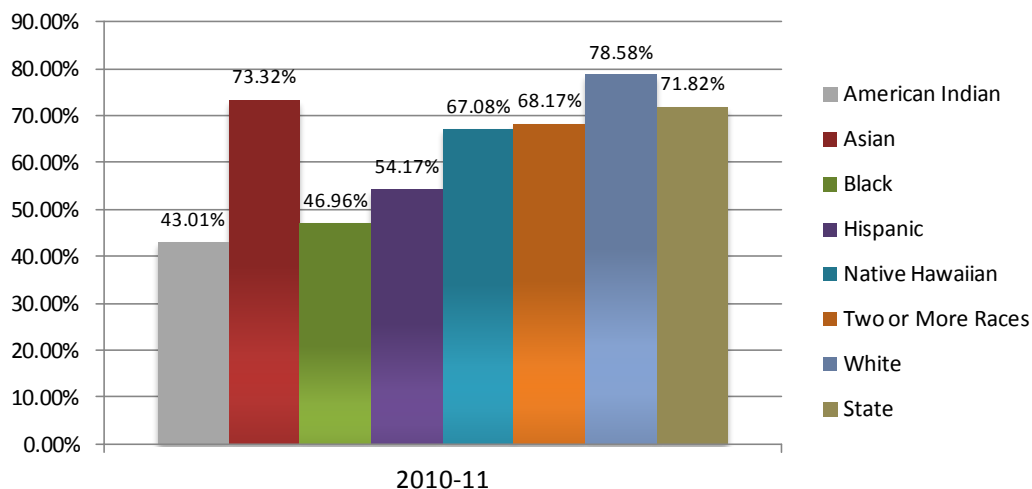
History is not available for the two new racial classifications of Two or More Races and Native Hawaiian.

Prior to 2009-10

The Nebraska Department of Education used the STARS assessment testing.



Proficient 2010-11: Average All Grade Levels



Assessment Results | Reading NeSA

American Indian	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	38.19%	45.69%	34.74%	45.36%	47.73%	46.83%	42.55%
2009-10	39.71%	44.24%	42.72%	43.62%	44.23%	48.86%	45.57%
Annual Change	-3.69%	1.45%	-7.98%	1.74%	3.50%	-2.03%	-3.02%

Asian	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	76.38%	74.49%	73.60%	80.62%	76.13%	71.43%	60.61%
2009-10	70.41%	77.60%	74.20%	73.06%	72.77%	78.83%	67.92%
Annual Change	5.97%	-3.11%	-6.0%	7.56%	3.36%	-7.40%	-7.31%

Black	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	51.65%	50.73%	44.79%	53.80%	46.23%	44.04%	37.48%
2009-10	47.73%	48.59%	45.13%	49.63%	40.22%	46.18%	42.27%
Annual Change	3.92%	2.14%	-0.34%	-5.83%	6.01%	42.65%	-4.79%


Hispanic	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	53.31%	60.24%	54.95%	57.73%	57.30%	49.89%	45.76%
2009-10	49.38%	52.28%	48.15%	48.62%	50.10%	49.61%	49.61%
Annual Change	3.93%	7.96%	6.80%	9.11%	7.20%	0.28%	-3.85%

Native Hawaiian	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	44.83%	51.85%	masked	58.33%	58.33%	60.87%	50.00%
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Annual Change	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Two or More	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	71.16%	74.21%	67.42%	73.46%	65.54%	63.12%	62.29%
2009-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Annual Change	n/a	n/a	n/a	n/a	n/a	n/a	n/a

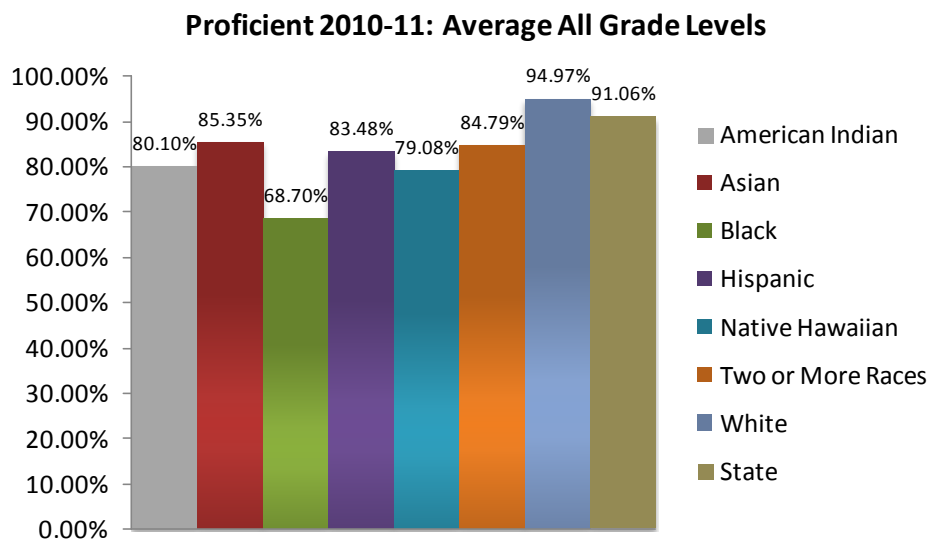
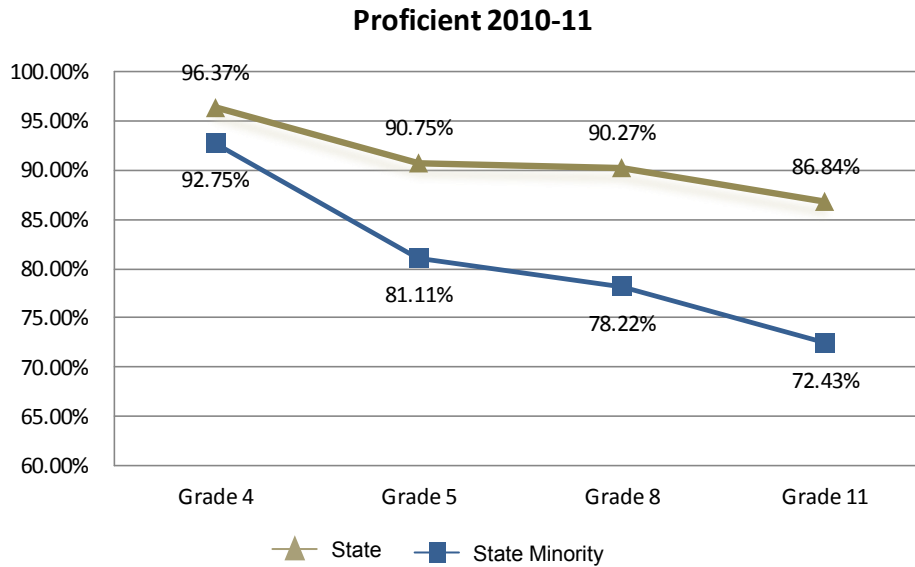
What the numbers say

- American Indian students are the least proficient for grades 3-5.
- Black students are the least proficient for grades 6-8 and grade 11.
- Asian students were the only ethnic group to meet or exceed state standards in any grade level.
- American Indian, Asian, Black, and Hispanic decreased in proficiency between 2009-10 and 2010-11.

 Lowest achievement

Assessment Results | Science STARS

Science assessment for 2010-11 was the STARS format. The NeSA assessment tool will be available for the 2012 assessment cycle.



Assessment Results | Science STARS

What the numbers say

- Black students had the lowest proficiency in all grade levels for 2010-11.
- American Indian, Asian, Black and Hispanic showed a decrease in proficiency between 2010-11 and 2009-10 in most grade levels.
- Hispanic students scored the highest in all grade levels across of minority groups for 2010-2011.

American Indian	Grade 4	Grade 5	Grade 8	Grade 11
2010-11	95.74%	78.86%	77.82%	67.97%
2009-10	88.02%	80.22%	82.54%	78.03%
2008-09	90.80%	83.86%	76.40%	76.12%
Annual Change	7.72%	-1.36%	-4.72%	-10.06%
3 yr change	4.94%	-5.00%	1.42%	-8.15%

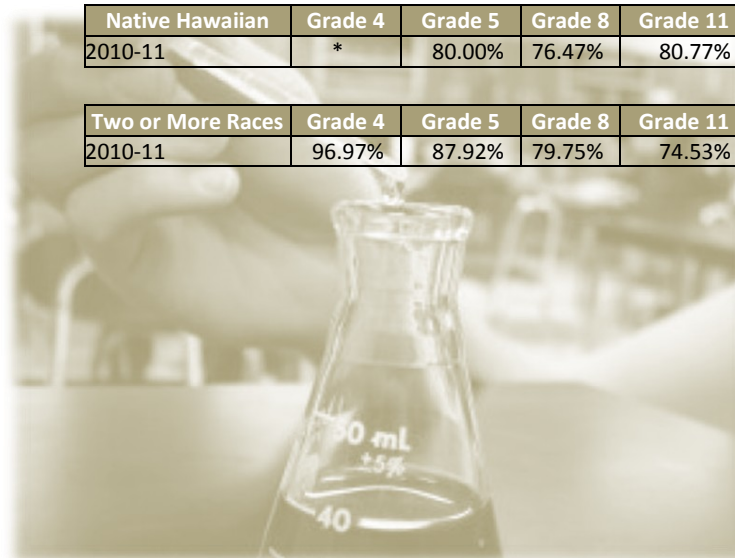
Asian	Grade 4	Grade 5	Grade 8	Grade 11
2010-11	*	82.96%	88.66%	84.42%
2009-10	92.09%	88.71%	93.02%	89.52%
2008-09	87.68%	88.94%	95.24%	92.16%
Annual Change		-5.75%	-4.36%	-5.10%
3 yr change		-5.98%	-6.58%	-7.74%


Black	Grade 4	Grade 5	Grade 8	Grade 11
2010-11	83.61%	74.20%	63.97%	53.02%
2009-10	77.45%	77.03%	71.33%	64.11%
2008-09	75.08%	76.23%	66.55%	62.57%
Annual Change		-2.83%	-7.36%	-11.09%
3 yr change		-2.03%	-2.58%	-9.55%

Hispanic	Grade 4	Grade 5	Grade 8	Grade 11
2010-11	94.67%	82.74%	82.67%	73.84%
2009-10	87.98%	86.18%	83.37%	77.96%
2008-09	87.40%	86.47%	78.77%	71.74%
Annual Change	6.69%	-3.44%	-0.70%	-4.12%
3 yr change	7.27%	-3.73%	3.90%	2.10%

Native Hawaiian	Grade 4	Grade 5	Grade 8	Grade 11
2010-11	*	80.00%	76.47%	80.77%

Two or More Races	Grade 4	Grade 5	Grade 8	Grade 11
2010-11	96.97%	87.92%	79.75%	74.53%



 Lowest achievement

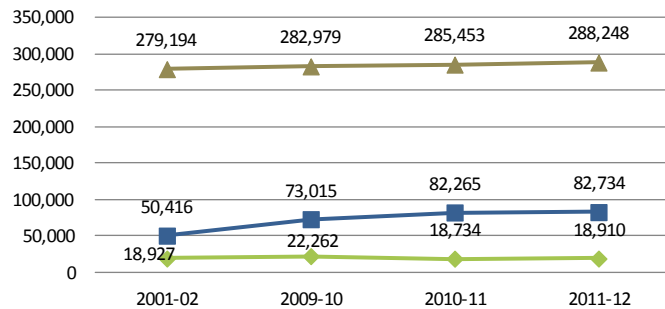
Student Recap | Black Students

What the numbers say

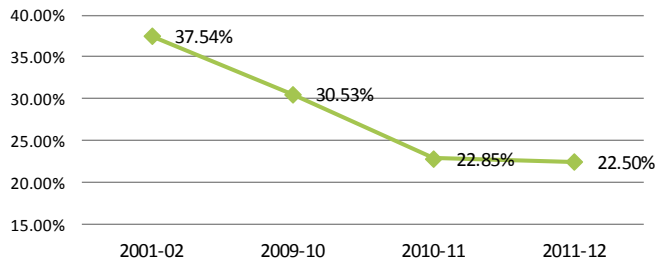
↑ Population increase of 297 students between 2010-11 and 2011-12.

↓ Population of Black students have decreased from 37.54% to 22.50% of the student minority population from 2001-02 to 2011-12.

Black Student Ten Year Growth: 2001-02 through 2011-12



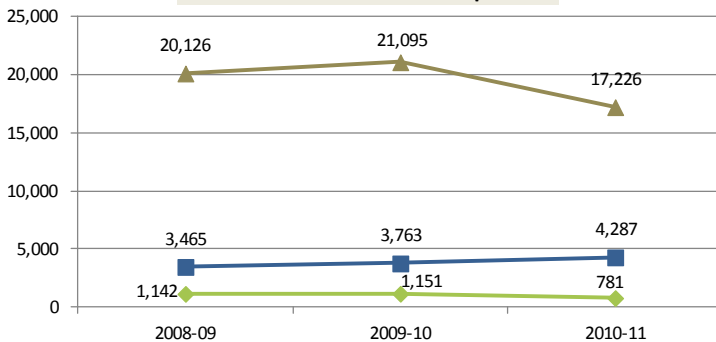
% of Black State Population Compared to Minority State Population



▲ State ■ State Minority
◆ Black Students

79.15% of Black students enrolled in grades K-12 public school were eligible for free/reduced lunch.

Black Student Graduation Comparisons



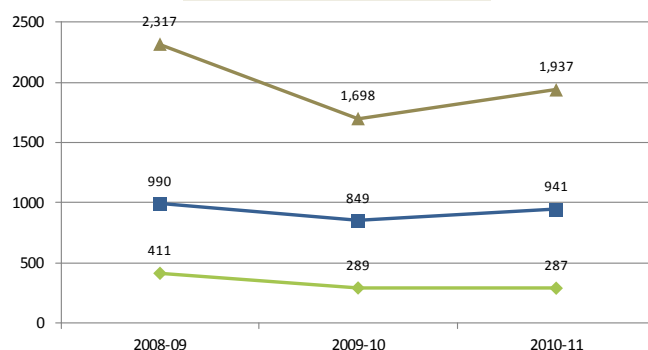
What the numbers

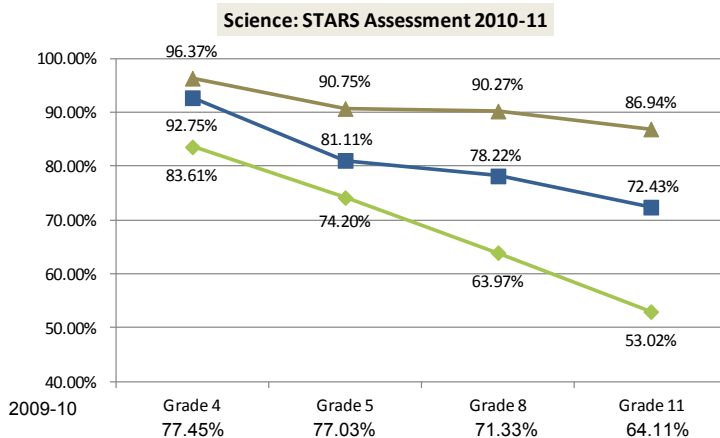
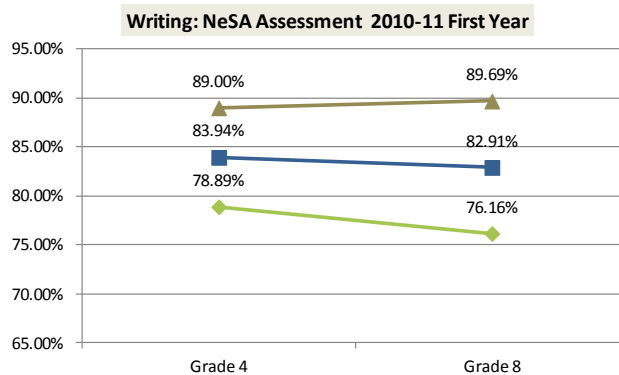
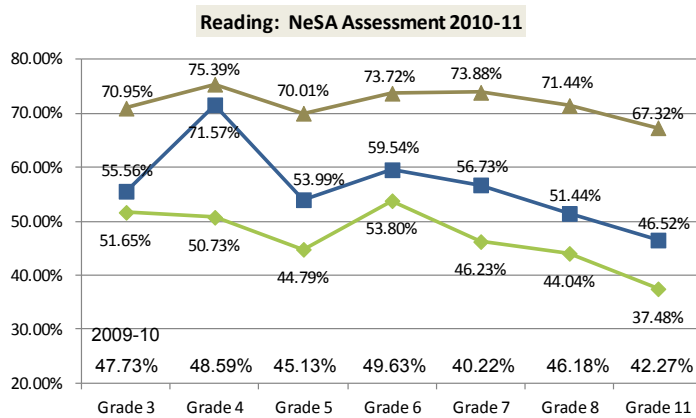
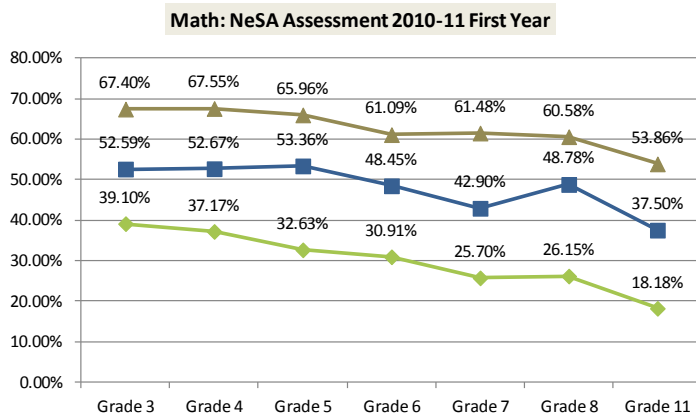
↓ Black student graduation rates decreased between 2009-10 and 2010-11. This could be contributed to additional racial classifications beginning 2011-12. Minority graduation rates are up while the state also experienced a decrease.

What the numbers say

↓ Nebraska experienced a decrease in Black students but maintained dropout status from 2009-10 to 2010-11. Black students represented 22.85% of the minority population and 30.50% of the dropout population for 2010-11.

Black Student Dropout Comparisons





What the numbers say

MATH-NeSA

- Black student proficiency average of 30.07% for all grade levels or 37.33% below state average.
- Black students were the least proficient of all ethnic groups in grades 5, 7, 8 and 11.
- Black students did not reach the minority state average in any grade level.

READING-NeSA

- Black students were proficient at an average of 46.96% for all grade levels or 24.85% below state level.
- Grade 7 proficiency is a 6.01% increase from 2009-10 to 2010-11.
- Grade 11 decreased 4.79% from 2009-10 to 2010-11.
- Black students did not reach the minority state average in all grade levels

WRITING-NeSA

- Black students proficient at an average of 77.53% for all grade levels or 12.16% below state average.
- This was the first assessment cycle of the NeSA testing instrument.

SCIENCE-STARs

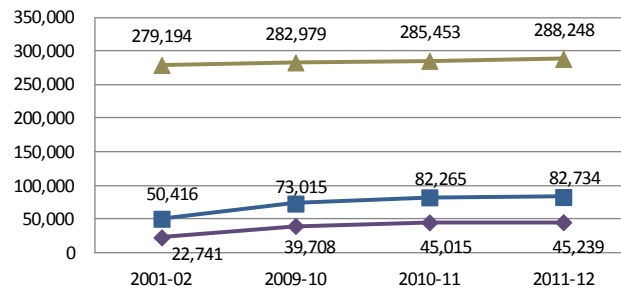
- Black students proficient at an average of 68.70% for all grade levels or 22.38% below state average.
- Black students have the lowest proficiency in all grade levels for all ethnic groups.

Student Recap | Hispanic Students

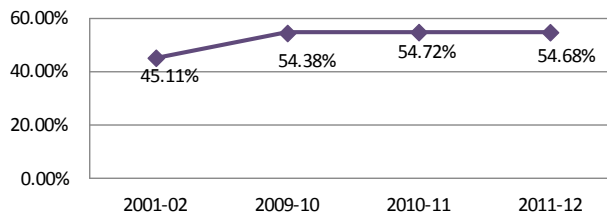
What the numbers say

- ↑ Population increase of 224 students between 2010-11 and 2011-12.
- ↑ Population of Hispanic students have increased from 45.11% to 54.68% of the student minority population from 2001-02 to 2011-12.

Hispanic Student Ten Year Growth: 2001-02 through 2011-12



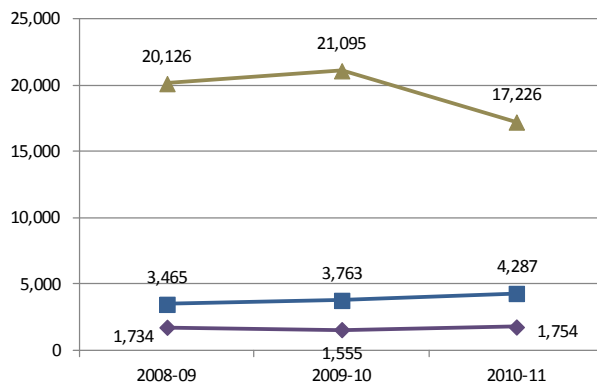
% of Hispanic State Population Compared to Minority State Population



▲ State
 ■ State Minority
◆ Hispanic Students

79.74% of Hispanic students enrolled in grades K-12 public school were eligible for free/reduced lunch.

Hispanic Student Graduation Comparisons



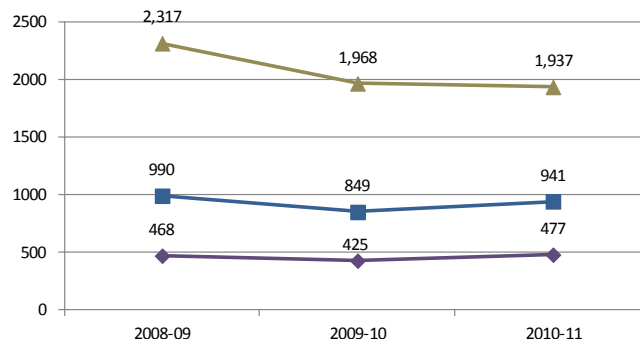
What the numbers say

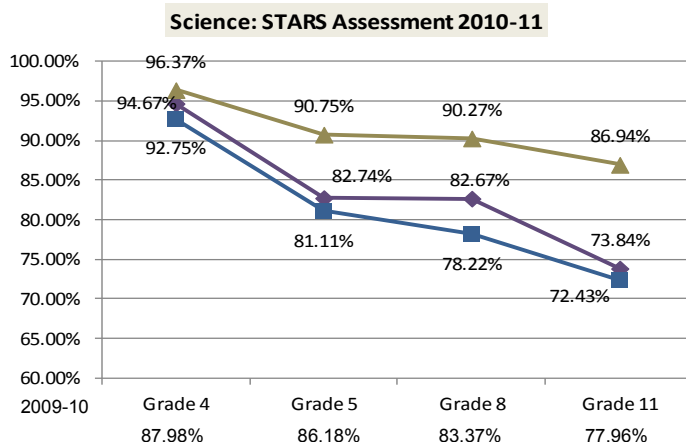
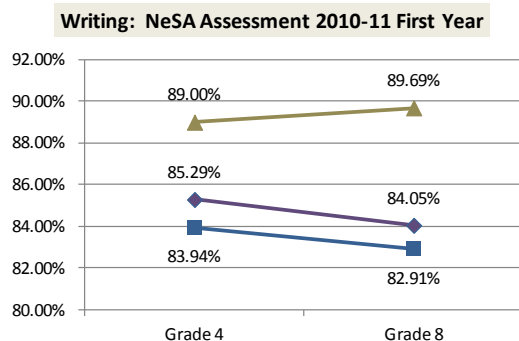
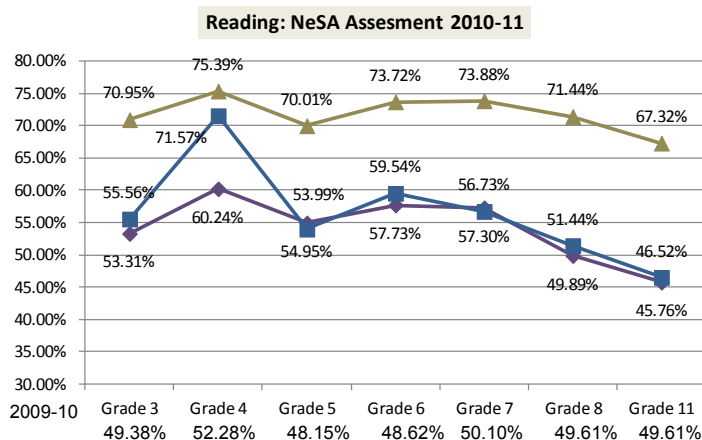
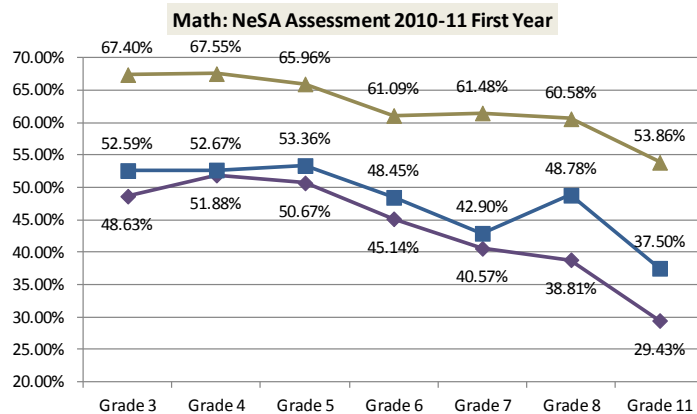
- ↑ Hispanic student graduation rates increased between 2009-10 and 2010-11. Minority graduation rates are up while the state also experienced a decrease.

What the numbers

- ↑ Hispanic population growth was 11.79% between 2010-2011. Hispanic student dropout increased by 12.24%. Hispanic students represented 54.68% of the minority population and 24.63% of the dropout population for 2010-11.

Hispanic Student Dropout Comparisons





What the numbers say

MATH-NeSA

- Hispanic student proficiency average of 43.59% for all grade levels or 18.97% below state average.
- The largest grade discrepancies are grades 8 and 11 with 21.77% and 24.43% respectively below state average .
- Hispanic students did not reach the minority state average in any grade level.

READING-NeSA

- Hispanic students are proficient at an average of 54.17% for all grade levels or 17.65% below state average.
- The largest grade discrepancies are grades 8 and 11 with 21.55% and 21.56% respectively below state average .
- Hispanic students rose in proficiency in all grade levels with the exception of Grade 11.
- Hispanic students exceeded state minority average in grades

WRITING-NeSA

- Hispanic students proficient at an average of 84.67% for all grade levels or 4.68% below state average.
- This was the first assessment cycle of the NeSA testing instrument.

SCIENCE-STARs

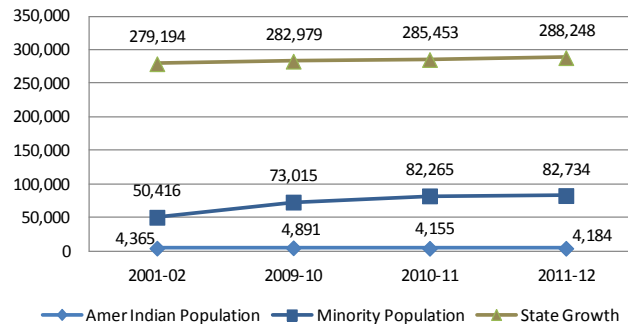
- Hispanic students proficient at an average of 83.48% for all grade levels or 7.58% below state average.
- Hispanic students exceeded beyond state minority average in all grade levels.

Student Recap | American Indian Students

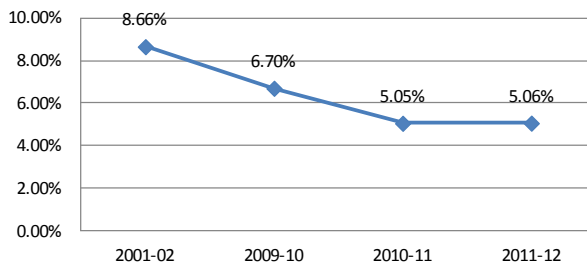
What the numbers say

- ↓ Population decrease of 29 students between 2010-11 and 2011-12.
- ↓ Minority population has increased. American Indian students in proportion to minority count has decreased from 8.66% in 2001-02 to 5.06% for 2011-12.

American Indian Student Ten Year Growth: 2001-02 through 2011-12



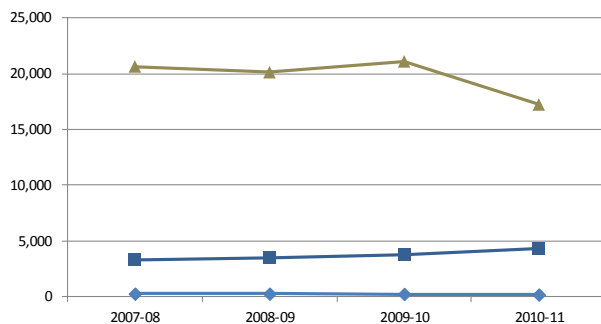
% of American Indian State Population to Minority State Population



▲ State
■ State Minority
◆ American Indian Students

77.27% of American Indian students enrolled in grades K-12 public school were eligible for free/reduced lunch.

American Indian Students Graduation Comparisons



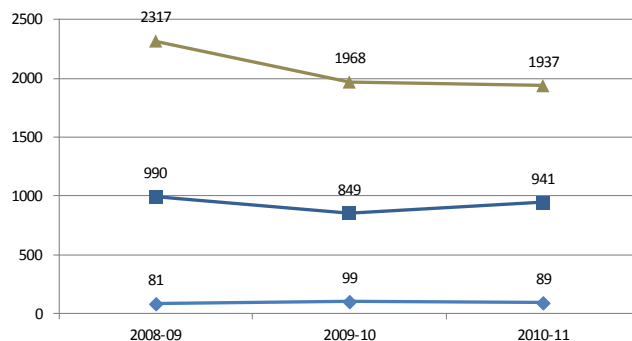
What the numbers say

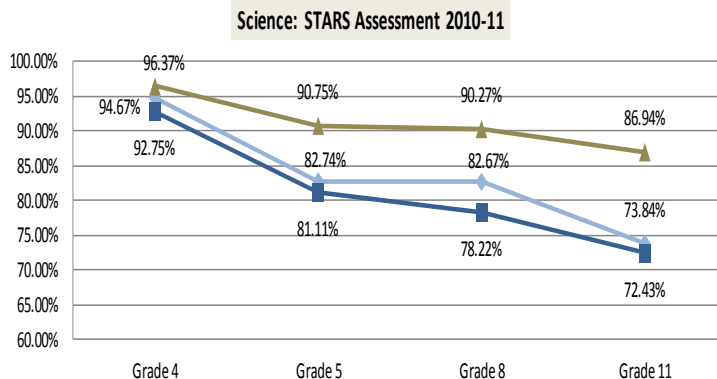
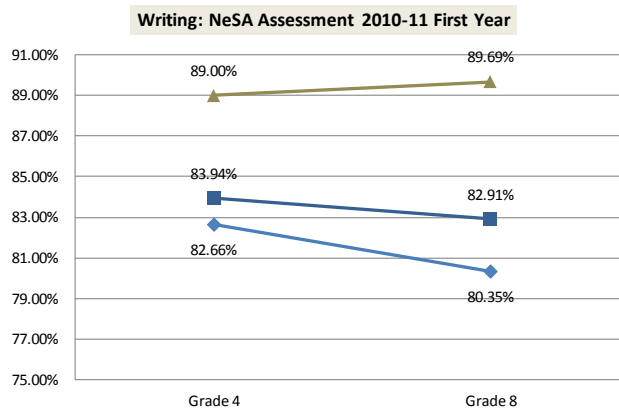
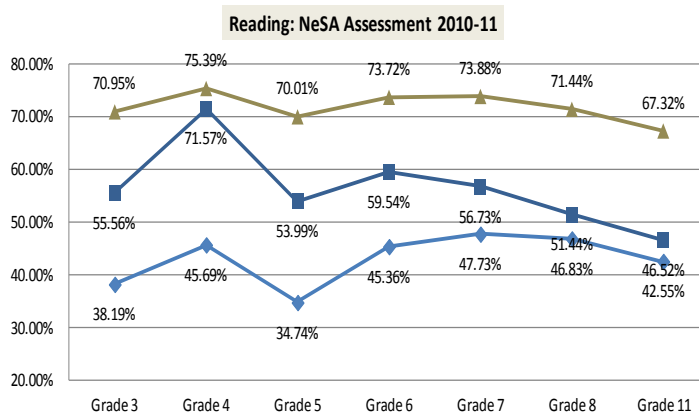
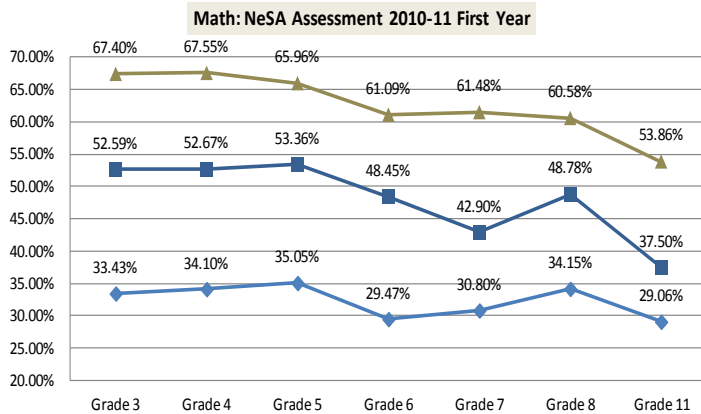
- ↓ American Indian student graduation rates decreased between 2009-10 and 2010-11. Minority graduation rates are up while the state also experienced a decrease.

What the numbers say

- ↓ Minority dropout has increased from 42.73% to 48.58% or 5.44% 2009-10 to 2010-11. American Indian dropouts decreased from 11.66% of minority dropouts in 2009-10 to 9.46% of minority dropouts in 2010-11.

American Indian Student Dropout Comparisons





What the numbers say

MATH-NeSA

- American Indian students are proficient at an average of 32.29% for all grade levels or 30.27% below state average.
- American Indian students were the least proficient in grades 3, 4, and 6.
- American Indian students did not reach the minority state average in any grade level.

READING-NeSA

- American Indian students were proficient at an average of 43.01% for all grade levels or 28.80% below state average.
- The largest grade discrepancies are grades 3 and 5 with 32.76% and 35.27% respectively below state average.
- American Indian students rose in proficiency in all grade levels with the exception of Grade 11.
- American Indian students were the least proficient in grades 3, 4, 5, and 6 of all groups.

WRITING-NeSA

- American Indian students were proficient at an average of 81.51% for all grade levels or 7.84% below state average.
- This was the first assessment cycle of the NeSA testing instrument.

SCIENCE-STARS

- American Indian students were proficient at an average of 83.48% for all grade levels or 7.58% below state average.
- American Indian students exceeded the state minority average in all grade levels.

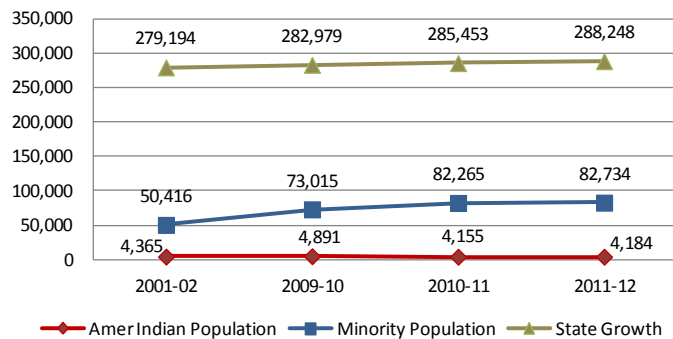
Student Recap | Asian Students

What the numbers say

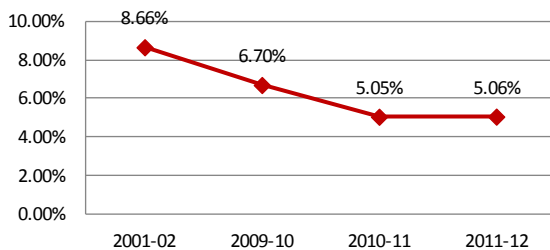
↑ Population decrease of 30 students between 2010-11 and 2011-12.

↓ Minority population has increased. Asian students in proportion to minority count has decreased from 8.69% in 2001-02 to 6.96% for 2011-12.

Asian Student Ten Year Growth:
2001-02 through 2011-12



% of Asian State Population to Minority
State Population



State State Minority

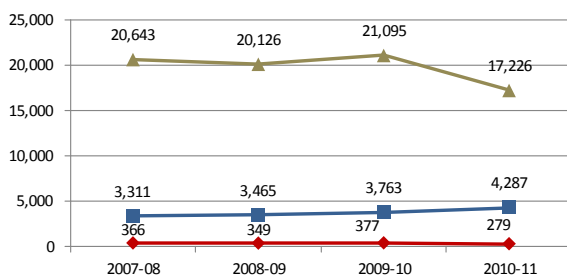
Asian Students

42.55% of Asian students enrolled in grades K-12 public school were eligible for free/reduced lunch.

What the numbers say

↓ Asian student graduation rates decreased between 2009-10 and 2010-11. Minority graduation rates are up while the state also experienced a decrease.

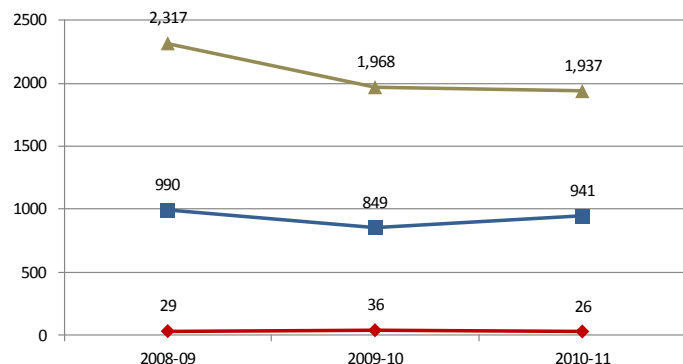
Asian Student Graduation Comparisons

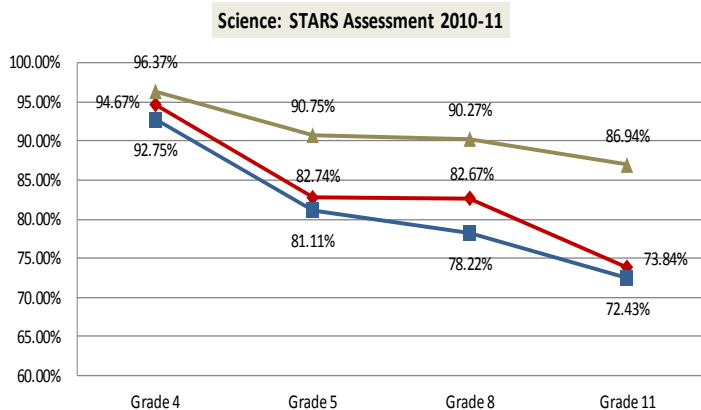
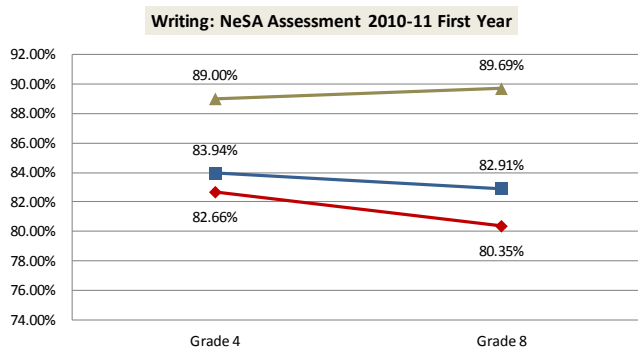
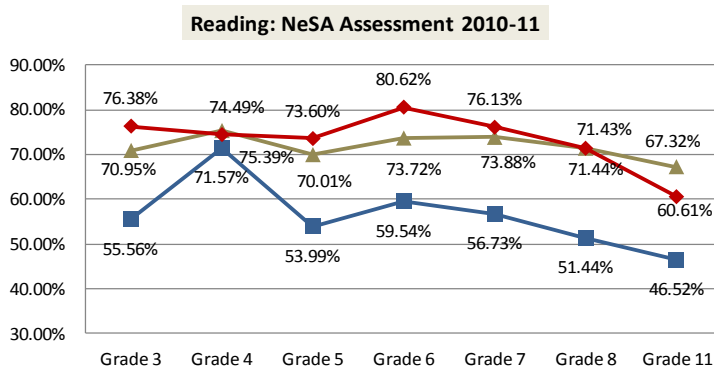
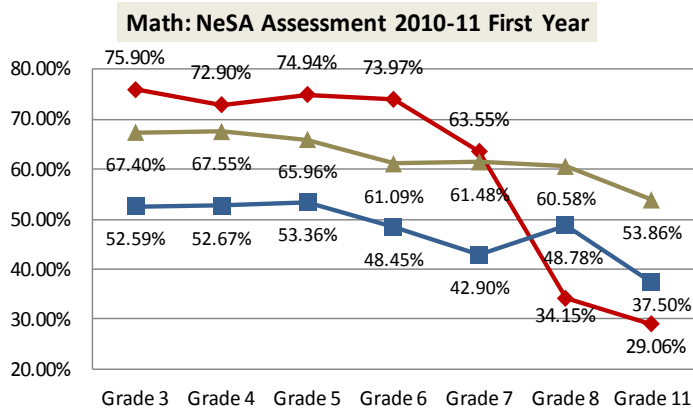


What the numbers say

↓ Minority dropout has increased from 42.73% to 48.58% or 5.44% 2009-10 to 2010-11. Asian student dropouts decreased from 4.24% of minority dropouts in 2009-10 to 2.76% of minority dropouts in 2010-11.

Asian Student Dropout Comparisons





What the numbers say

MATH-NeSA

- Asian students were proficient at an average of 62.73% for all grade levels or 8.87% above state average.
- Asian students were the most proficient in Grade 3, Grade 4, Grade 5 and Grade 6.
- Asian students proficiency significantly decreased in Grade 8 and below the state norm in Grade 8 and Grade 11.

READING-NeSA

- Asian students were proficient at an average of 73.32% for all grade levels or 1.5% above state average.
- Asian student were above state average for Grade 3, Grade 4, Grade 5, and Grade 6.
- Asian students were the least proficient in Grade 11.

WRITING-NeSA

- Asian students were proficient at an average of 89% for all grade levels or 1.46% below state average.
- This was the first assessment cycle of the NeSA testing instrument.

SCIENCE-STARs

- Asian students were proficient at an average of 85.35% for all grade levels or 5.71% below state average.
- Asian students exceeded beyond state minority average in all grade levels.
- Asian student did not meet state

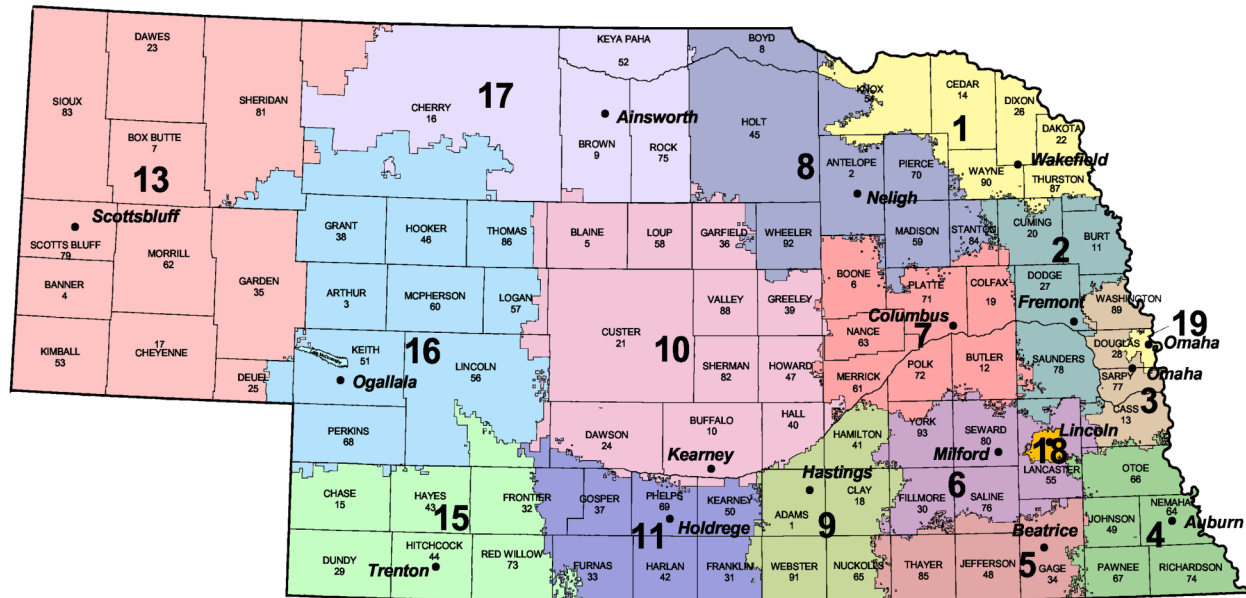
Student Recap | **Native Hawaiian Students**

Student Recap | **Two Or More Races Students**

Insufficient data years for the above racial classifications have been collected. Beginning 2012-13, additional data will be available to make comparisons and evaluate.

Student Recap | ESU Boundaries and Headquarters

ESU 1 Wakefield	ESU 5 Beatrice	ESU 9 Hastings	ESU 15 Trenton	ESU 19 Omaha
ESU 2 Fremont	ESU 6 Milford	ESU 10 Kearney	ESU 16 Ogallala	
ESU 3 Omaha	ESU 7 Columbus	ESU 11 Holdrege	ESU 17 Ainsworth	
ESU 4 Auburn	ESU 8 Neligh	ESU 13 Scottsbluff	ESU 18 Lincoln	



ESU	Amer Indian	Asian	Black	Hispanic	Native Hawaiian	Two or More	White	Total Pop	% FDL	% of Population Minority
1	1,484	139	173	2,683	14	145	6,050	10,688	64.69%	43.39%
2	111	90	131	1,417	3	72	10,089	11,913	54.86%	15.31%
3	367	2,023	2,937	4,394	83	1,382	58,002	69,188	38.54%	16.17%
4	66	35	51	382	3	106	5,340	5,983	62.93%	10.75%
5	49	35	48	183	3	69	4,906	5,293	60.68%	7.31%
6	40	130	97	1,173	11	122	10,509	12,082	47.99%	13.02%
7	108	64	53	2,789	1	115	8,584	11,714	54.49%	26.72%
8	128	32	129	1,551	19	160	8,197	10,216	62.89%	19.76%
9	49	72	103	917	23	124	7,884	9,172	64.33%	14.04%
10	169	225	471	7,461	15	363	18,810	27,514	61.66%	31.63%
11	33	20	19	238	2	47	4,557	4,916	60.30%	7.30%
13	460	79	85	3,094	23	375	9,768	13,884	60.09%	29.65%
15	36	7	22	284	2	18	3,239	3,608	65.43%	10.23%
16	45	37	64	856	10	203	6,902	8,117	51.13%	14.97%
17	87	6	4	32	1	40	1,335	1,505	61.96%	11.30%
18	360	1,541	2,248	3,758	36	2,008	24,841	34,792	63.14%	28.60%
19	592	1,223	12,275	14,027	73	2,972	16,501	47,663	72.67%	65.38%